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ABSTRACT

The study was an attempt to obtain information about a variety of adult education programs in Nebraska by assessing the number of adult education programs or courses, the number of people being reached, and the number of professional or volunteer staff people involved. The document opens with a literature review of selected studies on growth of adult education in Nebraska and the United States. In addition the document presents the following: (1) a discussion of the procedures employed to collect the various data, (2) a brief description of the methods utilized in displaying information, and (3) a description of the analysis plan designed to examine the relationship of various findings over a period of time. The findings are presented in the form of graphs, tables on selected data in adult education courses, clientele, participants, instructional personnel, and time comparisons of selected data on per pupil cost/enrollments and instructional personnel/enrollments. A summary of the findings and five recommendations are briefly discussed. Four appendixes are included. (BP)

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ADULT EDUCATION
survey report 1973

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FORWARD

The growth of adult education in the United States has been rapid. Equally impressive is the growth of adult and continuing education programs in the State of Nebraska. Under the state leadership of Dr. Leonard Hill and through the cooperation of the University of Nebraska, Kearney State College, the state's technical community colleges, public school administrators and the Adult and Continuing Education Association of Nebraska, the total number of adults being served each year is staggering.

However, the job is not completed. Much more needs to be accomplished if the promise of life-long learning for all is to be fulfilled. The purpose of this survey was to contribute to the tasks that lie ahead. By analyzing what adult education efforts currently are being carried out it was felt that a better understanding of the field and its future needs would be provided. It is hoped that future legislative support of adult education in Nebraska might result from the research effort and others like it.

The work of Mr. Mick Zangari and Mr. Chuck Dull in collecting and compiling much of the information is appreciated. In addition, Dr. Hill, his staff, various staff members in the Nebraska

State Department of Education and staff members on the State Board of Technical Community Colleges have provided assistance and information.

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January 15, 1974

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CHAPTER I

INTRODUCTION

General Statement

Our society is one of rapid change. Change has become such a constancy that a person no longer blinks at new discoveries, new technological advances, and new ways of life. However, this rapidity of change has promoted a variety of problems. Such factors as the energy crisis, the pollution problems, and the galloping economic inflation are concerns yet to be dealt with in any constructive way.

More important from an educative view, is what this all has meant for the living being we call man. The now famous term coined by Toffler, "future shock," says much about the problems for man caused by rapid change:

> The acceleration of change in our time . . . has personal and psychological, as well as sociological, consequences . . . unless man quickly learns to control the rate of change in his personal affairs as well as in society at large, we are doomed to a massive adaptational breakdown.[1]

A large measure of the responsibility for preventing this breakdown must fall within the realm of education. More specifically, the total education of every person, young or old, is the

issue at the forefront of today's discussion:

> Our Nation's educational system was built upon the assumption that a free and enlightened electorate could be largely accomplished through education during childhood. That assumption has created a child-centered educational system which tends to be terminal in its approach . . .More and more we are accepting the realization that learning is a continuous, lifelong process and that there must be established a comprehensive system that provides for the education of adults.[2]

Thus, the provision of a sense of responsibility and the means to becoming responsible must come through our educational system.

The problem then becomes how do we educate everybody. The world has never had to face this issue but it can no longer be evaded. The right to continual learning opportunities becomes the issue:

> But if everybody is to go to school, some school must welcome him. If everybody is to be educated, the school must in some manner hold on to and interest him. As the notion spreads that education is the key, and the only one, to a useful and productive life, discrimination among students must break down, for who can be denied the change to become useful and productive?[3]

Providing more acceptance of and programs for the adult person is the motivating factor precipitating this report.

The Growth of Adult Education

The National Scene

Adult and continuing education has taken great strides in the past decade. There are currently more than 100 graduate and under-

graduate programs of adult education in the colleges and universities of North America. These programs annually train hundreds of professional adult educators and the number of programs is increasing each year. In addition, every state and territory in America has full time adult education leadership in their respective Departments of Education.[4]

Enrollments in adult education have also increased dramatically. In 1957, one out of every thirteenth adult, or 8,270,000 persons, was enrolled in some type of formal adult education activity.[5] By 1969, the enrollment figure in formal adult education programs had risen to slightly more than 13,160,000.[6] The 1973 estimation is that 15,000,000 will be the total number of enrollments in adult education.[7] To make these facts even more amazing, it has been estimated that adult education enrollments will increase next year by 11%, as compared to an estimated 2% increase in K-12 enrollments.[8] Add to these formal enrollments, those individuals attending industry-related training activities, those individuals engaged in correspondence study, and those persons carrying out individualized self-study programs and one can obtain some sense of the enormity of the adult education activity.

There are also several recent indications of intense national interest in adult education. The first indication was the formation of the National Advisory Council on Adult Education in

1971. The Council has been instrumental in fulfilling duties presented in the National Adult Education Act and in bringing increased national recognition to the adult education field. The White House Conference on Aging was another activity at the national level related to adult education. Further, the 1972 International Conference on Adult Education in Tokyo was attended by a strong United States delegation whose activities focused additional attention on the field.

Unfortunately, the need for national attention will not lessen. Enrollments will continue to grow and the number of adults still in need of a high school education is large. Financial support from the national level is one way of meeting needs, but a current confusion on the support levels for the future make more complex the understanding of just how this national leadership will function. The bright spot appears to be increased recognition of adult education in the latest reorganization of the Office of Education. Much remains to be accomplished in making lifelong learning a reality and it is hoped that leadership at the national level will continue to focus on the goal.

The Nebraska Scene

The growth of adult and continuing education in Nebraska has matched that of the entire country. The Department of Adult Education at the University of Nebraska, for example, has nearly

150 students engaged in part- or full-time graduate education. In addition, the Omaha campus annually enrolls many students in an introductory adult education course and they have recently initiated a program in educational gerontology that is devoted to training people skilled in education for the aged. Kearney State College is also entering the field, as they currently administer in-service adult education training and are planning to offer graduate courses in adult vocational education.

A variety of non-credit courses are also offered through institutions of higher education. The University of Nebraska's University Extension Division, Center for Continuing Education, and College of Continuing Studies all deal with non-credit adult education activities. In addition, a new state system of technical community colleges has been developed to provide community service and adult education to local areas. These institutions plan to develop the following:

> . . . programs to meet the needs of both the communities and students served by combining realistic and practical courses in vocational technical education, high standards of excellence in academic transfer courses and comprehensive community service programs.[9]

The 1973-74 enrollments in the eleven institutions that make up this system are being projected to exceed 48,000 adults just in the community service, adult, and continuing education areas.[10]

Adult education programs provided by the Nebraska public school districts have also increased rapidly in the past few years. In 1965, there were 30,652 adults enrolled in 1,255 non-

credit or high school credit courses. By 1972, this figure leaped to 41,784 adults enrolled in 2,062 courses.[11] This is more than a 36% increase in only seven years. Combining the public school projected adult enrollments with the projected technical community college enrollments reported above indicates that as many as 100,000 Nebraska adults probably will be involved in formal non-credit or high school credit adult education programs in 1973-74.

The number of professionals engaged in Nebraska's adult education programs is also very large. Exact numbers of adult educators working in Nebraska are impossible to determine because of the diversity of the field. However, there are several indicators of the large number and of the rate at which this number is increasing.

The Adult and Continuing Education Association of Nebraska, the State's professional adult education association, for example, increased its membership from 74 in 1972 to 205 in 1973.[12] This association to date enrolls few adult education teachers or public school adult education coordinators or the figure would be much higher.

Another indicator of a large number of adult educators is that the State Board of Technical Community Colleges projects 1,434 instructors in adult and community service courses for 1973-74.[13] As another example, the public schools reported 1,442

instructors, part- or full-time, in adult education categories for the 1972 fiscal year.[14] Finally, a 1972 study was able to identify 131 part or full-time administrators or coordinators of adult education programs within Nebraska's public schools.[15]

The diversity and enormity of adult education in Nebraska are only partially depicted in the above figures. The public libraries, museums, voluntary agencies, business and industry, and various other professions carry out adult and continuing education activities each year. It will take several more studies to identify all of these programs and the professionals who work in them. Hopefully, as the adult education movement becomes even larger in Nebraska, it will gain state-wide attention and recognition allowing the variety of programs and professionals to work closely together in attempts to bring more effective adult education to the State's citizens.

Problem Setting

Three types of problems face adult educators as they attempt to increase and improve their educational efforts. One type centers around obtaining continued and increased financial support. Federal and State support of education for the disadvantaged adult has been provided during the past decade. Unfortunately, it is not clear how the current inflationary period nor the movement toward revenue sharing will affect the financial sup-

port level of adult education. At the same time, there continues an ever increasing adult education need for non-disadvantaged adults. The desire for lifelong learning, the constant need for job retraining and up-grading, the right of all citizens to a certain level of public supported education, and education for leisure are only some of the issues related to an overall increase in the need for adult education.

Another major type of problem is concerned with making better use of the total community for educational purposes. The educative community approach to adult education assumes that it is possible to more fully utilize the citizens of a community in planning and implementing adult education and that there are a variety of resources within a community that can be utilized for educational purposes:

> The concept of activating the educative community . . . assumes that most persons and agencies in a community have a potential if not actual capacity for being involved in the educational process. More importantly, it is suggested that these persons and agencies should assume responsibility for the educational function.[16]

A final type of problem to be described here is related to the above two but with unique implications. It is involved with providing for better cooperation between adult educators and better coordination of the variety of educational activities. One often can find several programs in any single community on the same subject or competing for the very same clientele. Con-

sequently, rather scarce resources to begin with are made leaner and other resources may lie untapped:

> If communities would carefully and continually coordinate the planning in various aspects of community living, there is a potential for many benefits. Coordinated and long-range planning could allow agencies and organizations to develop varied educational programs with existing facilities and resources.[17]

Because adult education operates with minimal public support, every possible means of coordinating efforts is a necessity of survival. Each of the problems described above can be debilitating factors in effectively serving people. Good adult education programs cannot be operated without some financial support at the state or national level. At the same time, these programs will require constant cooperation and a wise use of all available resources. If the adult education movement is to become an effective tool in helping man solve his problems, it must continue to mature and enlarge. It is hoped that this study will contribute to that maturation process.

Purpose of the Study

This study was an initial attempt to obtain information about a variety of adult education programs and activities in Nebraska. This included assessing the number of adult education programs or courses, the number of people being reached, and the number of professional or volunteer staff people involved. Therefore, the

study's purpose was to provide a data base from which the following activities might be initiated:

1. The formulation of supportive legislation at the State level,
2. the establishment of linkages between communities and agencies, and
3. the identification of resources at the community level which may be used in educational activities.

The provision of some benchmarks for adult education in Nebraska should facilitate and make obvious the need for increased efforts. The problems described in the previous section will not be solved easily, but it is hoped that this study can help in their solution.

Questions to be Answered

There are a number of questions that could be asked in determining the extent of adult education in Nebraska. However, this initial study was limited to three basic questions:

Question No. 1: How many formal adult education courses or activities are offered each year in the State of Nebraska?

Question No. 2: How many adults participate in these courses or activities each year?

Question No. 3: How many people work each year in these programs as teachers or administrators? This question includes full-time, part-time, professional, para-professional, and volunteer adult educators.

In Chapter Four the questions will provide categories for the display and comparison of findings.

Limitations of the Study

In any benchmarking undertaking one major limitation will be the lack of knowing what to include. This was certainly true in this study because of the extreme difficulty in Nebraska of identifying all of the different programs and activities. Organizations like the YMCA, YWCA, private industry, Cooperative Extension, volunteer agencies, and churches all have varying types and degrees of adult education. However, there is no easy way of categorizing or even finding all of these activities. Consequently, this study was limited to only those public agencies that make annual reports available to the public regarding their activities in adult education.

Another limitation involved interpreting the data obtained. There was not a consistency between agencies and organizations in the way they reported such factors as enrollments, number of courses, and number of professional personnel. These different reporting schemes also made it difficult to determine if the definitions of terms such as "adult" and "credit" were similar from one agency to another. Thus, it is very probably that some errors of reporting and interpretation are contained within this report.

A final limitation to be described here deals with the current lack of coordination between agencies identified during the collection of data. The various agencies and their representatives seemed quite willing to assist in the study endeavor; but, they often were not sure exactly where their programs fit in relation to other agencies. This problem, too, made the analysis of data a difficult task.

Definition of Terms

Activity -- The term "activity" is utilized to describe any general pursuit of learning.

Adult -- Any person who has reached the maturity level where he or she has assumed responsibility for himself or herself and sometimes others and who has assumed a productive role in the community.

Adult Basic Education (ABE) -- Instruction in communicative, computational and social skills for adults whose inability to use these skills lessens their obtaining or retaining employment commensurate with their real ability. This usually includes instruction for adults whose educational attainment is below eighth grade level.

Adult Education -- Relationship between a student and an educational agent in which the agent provides and/or supervises a

series of related learning experiences for the student.

Clientele -- Refers to the person or type of persons benefiting from a specific educational service--the customer.

Community Service -- The provision of community-wide education to individuals based on their needs. This term typically is associated with the activities of a community college.

Continuing Education -- "That idealistic and timeless conceptual thread that connects all deliberate efforts to help the human organism learn throughout life . . . It has become common for adult educators who function within the (formal) context of colleges and universities to refer to their activities as continuing education."[18]

Course -- Term used to designate a specific type of adult learning event which has an identifiable purpose and content.

Disadvantaged Adult -- Any person who has not achieved an educational level that permits him or her to enjoy the privileges of full citizenship, to earn a living and the opportunity to appreciate the social, cultural and personal growth opportunities that are available in one's community.

Educative Community -- "That community which is a learning laboratory in its totality."[19]

General Educational Development (GED) -- Curriculum consisting of organized learning experiences designed to increase skills,

knowledge and understanding in the academic areas of social studies, English, literature, science and mathematics. Adults who successfully pass the GED test, earn GED equivalency certificates that permit them to enter colleges or universities, vocational schools or a variety of other training programs.

Graduate Adult Education -- Credit courses and workshops related to adult and continuing education at the masters level or beyond.

High School Credit Adult Education -- Those programs of adult education granting academic credit hours which may be applied toward a high school diploma.

Lifelong Learning -- "A universe of purposeful learning opportunities found both within and outside the formal (systems)."[20] It is usually thought of in connection with the need to learn throughout one's lifetime in order to cope with a constantly changing society.

Non-Credit Adult Education -- An educational process which does not grant academic credit for application to a specific adademic degree.

Program -- An activity which is planned and organized with specific objectives.

Vocational Adult Education -- "A process that involves the development of the individual for social, economic and occupational competence." The objectives focus upon "either the preparation of

the individual to enter an occupation or the upgrading or updating of the adult already employed."[21]

Outline of the Study

The second chapter reviews literature related to the growth of adult education in Nebraska and in the United States. In particular, the review concentrates on a variety of research studies and reports that have taken place in Nebraska in the past several years. In addition, some general reports concerning the growth throughout the country are reviewed.

Chapter III describes the design of the study and includes the following: 1) A discussion of the procedures employed to collect the various data, 2) a brief description of the methods utilized in displaying the information, and 3) a description of the analysis plan designed to examine the relationship of various findings over time.

Chapter IV contains a display and discussion of the study's findings. This chapter includes tables, graphs, and the time comparison of selected data.

The final chapter discusses the implication of the findings and draws some general conclusions. The chapter also contains a brief summary of the study and indicates some further research needs.

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[9]Legislative Bill 759, 1971 Session of the Nebraska Legislature, Section 1, Subsection (1), p. 1, Approved by the Governor, May 24, 1971.

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[12]Roger Hiemstra, Report delivered at the Annual Conference of the Adult and Continuing Education Association of Nebraska, Grand Island, Nebraska, April 29, 1973.

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[14]Nebraska Education, 1972, p. 5.

[15]W. C. Meierhenry, Leonard Hill and Hal Smith, A Study of Adult Education Programs Within the State of Nebraska of 329 Public School Districts Maintaining Secondary Schools (hereafter referred to as 1972 Report), Lincoln, Nebraska: University of Nebraska, Department of Adult and Continuing Education, 1972, p. 4.

[16]Roger Hiemstra, The Educative Community: Linking the Community, School, and Family, (Lincoln, Nebraska: Professional Educators Publications, 1972), p. 25.

[17]Ibid., p. 67.

[18]Robert M. Smith, George F. Aker, and J. R. Kidd, Handbook of Adult Education, (New York: The Macmillan Company, 1970), p. 28.

[19]Hiemstra, op. cit., p. 31.

[20]Theodore M. Hesburgh, Paul A. Miller, and Clifton R. Wharton, Patterns for Lifelong Learning, (Washington: Jossey-Bass Publishers, 1973), pp. 4-5.

[21]Smith, Aker, and Kidd, op. cit., p. 473.

CHAPTER II

SURVEY OF SELECTED LITERATURE

Introduction

There are several studies that have been conducted in Nebraska regarding adult education programs and their clientele. Selected ones will be discussed in this chapter. In addition, there have been a multitude of related reports written pertaining to the growth of adult education in the United States. Only a few of the more recent of these will be included in this review. The purpose of this literature survey is to give the reader some sense of the breadth and diversity of adult education in this state and nation.

Adult Education in Nebraska

Doctoral Dissertations

The Department of Adult and Continuing Education at the University of Nebraska administers a graduate program of adult education. Consequently, continued research on adult education in Nebraska is being conducted. General dissertations have been selected for review here to reflect the diversity of programs being conducted and clientele being reached.

Kobberdahl in a 1970 study examined participation and non-participation in Adult Basic Education.[1] Utilizing the Lincoln, Nebraska, program as his study base, he examined the issue of clientele participation. Among his major findings were that participants in Adult Basic Education programs tend to be busy individuals who attempt to utilize adult education as a means for obtaining a better life.

Another dissertation was conducted on the participation question but with an entirely different clientele. Hall examined some factors that affect the participation of professional home economists in adult and continuing education programs.[2] She found, for example, that nearly 70% of her sample involved in professional work had participated in credit courses for adults.

In addition to the study of adult participants, another type of study is the examination of programs of adult education. Singer, for example, studied 87 institutions of higher education in seven states including Nebraska.[3] These were church-related institutions. He found that 30% of the responding institutions reported an already existing program of higher adult education. In addition, several others were preparing to initiate such programs. He projected a rapid growth of these programs in the near future.

Another indication of potential growth in adult education is the study of perceived or expressed need for courses and activities. In one such study, Miller identified some of the continuing educa-

tion needs of practicing dentists in Nebraska.[4] He found that dentists currently fulfill some of these needs through graduate courses, by attending professional meetings, and with individualized study. However, the changing dental practices and techniques require constant refresher education. Adult and continuing education efforts are needed to help meet all of these current and future needs.

In a study of another professional group, Long examined the continuing education needs of Nebraska's physical therapists.[5] He found a variety of needs but few ways for the therapist to fulfill his or her needs. In addition to individualized study and infrequent in-service education, the physical therapist in the future will require adult and continuing education programs to stay abreast of changes and to meet needs.

Funded Research

The Department of Adult and Continuing Education at the University of Nebraska and the Division of Adult Education at the Nebraska State Department of Education cooperate annually on a variety of adult education research projects and workshops. The Adult Basic Education (ABE) Evaluation Reports of 1970 and 1971 are two examples of these types of endeavor.

The reports reflect an amazing growth in ABE in just a few years. The 1970 report, for example, showed the following ABE

enrollments in the State of Nebraska:

1967 - 703 enrollments

1968 - 967 enrollments

1969 -1830 enrollments.[6]

These figures reflect a 160% increase in only three years. At the same time, it was estimated in the study based on Census information that nearly 280,000 Nebraskan adults still are in need of ABE.[7] The potential for growth based on these findings is staggering. The number of professionals and volunteers working in ABE programs has also increased in the past few years. The following figures reflect this growth from 1968 to 1969:[8]

	1968	1969
Full-time	10	9
Part-time	62	129
Total	72	138

These figures reflect a 92% increase in the one year.

The 1971 evaluation report revealed that these patterns of growth were continued. For example, 1845 students were enrolled during 1970 in ABE programs throughout the state.[9] Although the percentage of increase over 1969 was small, this was a year when federal support of ABE began leveling off. The report also showed that a total of 199 part- and full-time professionals and volunteers worked as staff members in ABE programs.[10] This reflects a 44% increase.

The Department carried out a study in 1972 of a different group of adult education programs. Responding to a questionnaire, 329 public schools reported the following regarding their adult education efforts:

> Of the returned, . . . 132 schools checked (that) they have an adult education program. . . . Of those schools which responded in the negative 140 schools identified programs they would like to develop. . . .[11]

The number of professionals working in these programs is also large. A total of 131 schools reported that they had a full-time, part-time, or extra-time administrator for their adult education programs.[12] In addition, 1270 teachers of adults working on these programs were also identified.[13]

This study also discovered a wide diversity in the types of courses being offered. A total of 439 courses were offered in subjects including such topics as agriculture, arts and crafts, self-enrichment, and parent and family life.[14]

A final study to be reviewed here involved a 1973 examination of adult education programs and attitudes of personnel toward adult education in a variety of educational institutions. In 114 public schools surveyed, it was found that fourteen had full-time administrators of adult education and 100 had part-time administrators.[15] The total number of personnel, part-time, full-time, and volunteer, were reported as follows:[16]

1971	1972
957	1086

In both of the above years, approximately 64% of the total personnel were part-time teachers of adults.

The location of the programs of adult education in the above study was somewhat varied, although most (83.7%) were in public schools. In addition, 13.5% were in a technical community college, 1.9% were in a state college, and one program was located in a nursing home.[17]

Miscellaneous Studies

There have also been a number of studies carried out in the past several years related to the general topic of adult education in Nebraska. A select number will be reviewed here. In addition, various local and state agencies compile annual reports containing data on adult education programs. A few of these reports will be discussed.

Hiemstra, in a 1971 study of the educational needs of older adults, included two Nebraska communities in his survey population.[18] He found that the aged had previously participated in various kinds of adult education activities. In addition, they expressed a relatively high interest in participating in future adult education courses if certain types of factors limiting their ability to participate could be overcome. The research endeavor

showed that the aged clientele are certainly one group requiring increased attention by adult education professionals.

A study of adult and continuing education in Nebraska's technical community colleges was completed in 1972. In this study, Baird found that many of the technical community colleges are anticipating substantial enrollments of adults during the coming year: "Total suggestions (enrollments) in the non-credit part-time programs are projected to be nearly 49,000."[19] These enrollments will be in at least the following areas: Technical and industrial, consumer and homemaking, business education, general interest education, adult high school completion, and special programs for business and industry.[20]

Several of the technical community colleges described above also complete annual evaluation studies of their own programs. As one example, the college in Lincoln, Nebraska evaluated their Adult Basic Education program. They compiled data on several demographic, sociological and participation characteristics to assist them in future program development.[21] As another example, the college in Omaha has completed a follow-up study on their graduates. They found that 279 (97%) of their 288 1972 graduates from full-time programs that were available for employment were indeed employed.[22] The fact that these types of studies are being carried out reflect the rapid growth and interest in adult education.

Another study and reporting agency dealing with adult education is the Nebraska State Department of Education. The Department issues an annual report which includes statistics on the number of adult education courses, students, and instructional personnel in the State's public school district.[23] Various data from these reports will be included in Chapter IV of this report.

Adult Education in the United States

Adult Basic Education

Reports and information regarding ABE are readily available because the intensive federal support of ABE in the past several years has prompted the initiation of many programs and research efforts. Even the Office of Education has commissioned studies of ABE. Utilizing a national sample of ABE students, and System Development Corporation determined several major conclusions including the following:

--the motivation of ABE students is primarily educational rather than job related;

--females outnumber males, 62 to 38 percent;

--students under 35 outnumbered older students, 73 to 27 percent;

--stated educational goals are high.[24]

These conclusions provide some indication of ABE's impact and drawing power.

Additional types of ABE information come from the various regional headquarters of the Department of Health, Education, and Welfare. The 1971 annual program report of Region VII, for example, showed that 29,810 adults were enrolled in the four-state region's ABE programs.[25] This was an increase of nearly 30% over the previous year. They further reported that 94,609 adults had been reached by the Region's ABE programs between 1965 and 1972.[26] The report also showed that 2,008 personnel were involved in administering and operating the various programs.[27] It is anticipated that each Region has shown the same kind of growth in ABE enrollment and professional involvement.

National Advisory Council on Adult Education

Beginning in March of 1971, a National Advisory Council on Adult Education began activities related to the operation and improvement of adult education programs throughout the country. Because of the impact it has had on the national scene, some of the Council's reported findings on adult education are included in the review.

In one of their annual reports, the council describes the tremendous growth of adult education in the past decade:

> . . . In 1959, there were 3,428,000 people enrolled in public school adult education classes. In 1971, there were 5,590,000 enrolled. In 1965, there were 37,900 people enrolled in adult basic education classes. In 1971, that number had leaped to 627,340 participants with a 1972 projected enrollment of 691,000.[28]

Although such figures do reflect a rapid growth of adult education in this country, there are still huge needs: "Seventy million persons over 16 years of age have less than a high school diploma."[29] In addition, when these statistics are categorized by race, only about 57% of all Blacks have completed more than the eighth grade of education.[30] Based on these kinds of needs, the Council has made several recommendations including the specifications for comprehensive national adult education legislation.[31]

Perspectives and Projections

One type of report that presents some perspectives of adult education in the United States is the report of the Third International Conference on Adult Education.[32] The report demonstrates the diversity and scope of adult education by describing the participants, programs, and future directions of the field. For example, they forecast phenomenal growth in educational technology and its use for adult education. The community colleges, too, are expected to continually serve more adults. Other aspects of the report point to a massive growth in adult education in the years to come.

The National Center for Educational Statistics has recently carried out a participation study that supports the growth percent described above. In this study, Okes found that 13,150,000 persons or 11% of the eligible population in the United States engaged in adult education activities.[33] She compared this to an estimated 7.8% participation in 1957.

Apparent supporting statistics were reported in a recent magazine article.[34] This article reported that an estimated 32 million persons undertook some form of adult study within the past year. In addition, an estimated 15,000,000 or 12.5% of the adults are currently enrolled in educational courses or activities. The article also suggested that societal affluence, increasing leisure, and an increasing availability of educational resources will continue this upward trend in participation.

Summary

The growth in adult education at both the state and national levels reflected in this brief review of literature has many implications for the present and the future. Obviously, if this trend continues additional personnel will need to be trained to administer and to instruct in the corresponding additional programs and courses. Even more important, perhaps, is the need that will emerge for continued, increased, and new sources of funding. Hopefully, this review of selected literature and this study will provide some additional evidence in support of endeavors to bring about program and financial increases.

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[22]Omaha Technical Community College, Report of the College, "Follow-up of Graduates," (Omaha, Nebraska: Omaha Technical Community College, 1972).

[23]State Board of Education, Nebraska Education, various years.

[24]Samuel C. Brightman, editor, Adult and Continuing Education Today, (Washington, D. C.: Today Publications and News Service), III, January 8, 1973.

[25]DHEW, Region VII, Annual Program Report of the Region, Adult Basic Education in DHEW, Region VII, (Kansas City, Missouri: DHEW, Region VII, 1971), p. 1.

[26]Ibid., p. 2.

[27]Ibid., pp. 5-6.

[28]Hill, Annual Report-1972, p. 3.

[29]Ibid., p. 3.

[30]Ibid., p. 44.

[31]Hill, Annual Report-1973, pp. 12-19.

[32]U. S. Department of Health, Education, and Welfare, Office of Education, Report for the Third International Conference on Adult Education, Perspectives of Adult Education in the United States & A Projection for the Future, (Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1972).

[33]Okes, op. cit., p. 11.

[34]U. S. News and World Report, op. cit., p. 73.

CHAPTER III

DESIGN OF THE STUDY

The theme developed thus far is that the growth potential of adult education is great. At the same time, financial support and the development of trained adult educators must be continued and in some cases enlarged if this growth potential is to be fully realized. Thus, it seems logical to ask the question: What is the current picture regarding adult education in Nebraska? It is the purpose of this study to provide some answers to that question in order to promote future support of and attention to adult education.

Type of Study

This research endeavor used exploratory field study techniques. Katz notes that exploratory studies have three purposes:

> To discover significant variables in the field situation, to discover relations among variables, and to lay a ground work for later, more systematic and rigorous testing of hypotheses.[1]

As this is only an initial attempt to explore and to discover some of the information regarding ongoing adult education in Ne-

braska, there are no hypotheses for statistical comparison. However, it is expected that the results of this study will provide a better understanding of some of the existing adult education variables, prompt continued research, and promote a later testing of hypotheses.

Data Collection and Interpretation

The data collection procedure involved the use of secondary sources. Census information, related studies, and miscellaneous reports were examined and the appropriate data recorded. In addition, the annual reports of the State Department of Education, that Department's Adult Education Division, various technical community colleges in the state, and the State Board of Technical Community Colleges were examined and the appropriate data recorded.

It was impossible to assess the validity and reliability of much of the data, although some reports and studies included a discussion of their data collecting techniques. Consequently, the following assumptions were made: (1) the data used were accurate and (2) the best possible information was obtained, considering the collection techniques and the financial limitations in completing this study. A later study will be required to more fully understand exactly how accurate the data were.

The interpretation of data for this study has included the utilization of percentages of totals and percentage changes over

time. This gave some indications of the importance of certain categories, of growth trends, and suggested future growth potential. In addition, the use of charts to disply and compare some of the information aided the interpretation of findings.

Methodology

This study attempted to provide information regarding adult education in Nebraska by the construction of a data base on enrollments, programs, and personnel. Three basic questions directed the inquiry with which the study was concerned:

1. How many formal adult education courses or activities are offered each year in the State of Nebraska?
2. How many adults participate in these courses or activities each year?
3. How many people work each year in these programs as teachers or administrators; including full-time, part-time, professional, para-professional, and volunteer adult-educators?

This study was limited to those public agencies which annually compile and report data pertaining to adult education. Much of the information utilized came from the Nebraska State Department of Education and their varied data on Nebraska's public schools. Additional information came from the state's technical community colleges, the State Board of Technical Community Colleges, the Adult Education Division of the State Department of Education, available and already completed research,

and the Region VII office.

The information collected was analyzed according to the above three questions. In addition, where any supportive information such as the types of courses offered, the demographic analysis of clientele, and financial support of adult education was available it was included to help explain and illustrate the main findings.

Finally, in an attempt to better understand the relationships between certain indicators of adult education growth or change, a comparison of data over time was utilized. This approach included the construction of charts showing relationships between various indicators over time. An indicator was defined as any statistic measuring the same thing over a several year period. An example would be the number of enrollments in ABE classes throughout Nebraska for several years. This would be compared with the number of ABE personnel for each corresponding year. These comparisons are utilized to illustrate the impact that change in one indicator might or should have on another. It is expected that this type of analysis will provide some clues for making future decisions regarding the support and development of adult education programs.

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[1]Daniel Katz, "Field Studies," Research Methods in the Behaviorial Sciences, ed. by Leon Festinger and Katz, Dan (New York: Holt, Rinehart and Winston, Inc., 1953), p. 17.

CHAPTER IV

FINDINGS

Adult Education Courses

There are a variety of adult education courses, programs, and activities in the State of Nebraska. Each public school or technical community college will have a total program of courses that fit their community's or area's unique needs. Table 1 displays the instructional areas reported by one technical community college to give the reader some sense of the breadth and variety of possible courses. Homemaking and general adult education were high interest areas. A public school adult education program might include more general interest, leisure-related courses and fewer of the more technical courses. Table 2 describes the adult education programs in Nebraska's selected public schools according to the total number of courses. Note, for example, the high interest in such areas as agriculture and homemaking courses.

Partial information was available regarding where adult education courses are being offered in Nebraska. Each of the technical community colleges are, of course, offering a variety of

Table 1. ADULT EDUCATION INSTRUCTIONAL AREAS IN A SELECTED NEBRASKA TECHNICAL COMMUNITY COLLEGE--1971-72 YEAR

Instructional Area	No. of Classes	Percentage of Total	Rank
ADULT BASIC EDUCATION			
*Concentrated Employment Program	20	1.7	14
State Department of Education	123	10.7	4
AGRI-BUSINESS			
Adult	12	1.0	15
BUSINESS EDUCATION			
*Postsecondary	8	.7	19
Adult	52	4.5	8
General Education	9	.8	17
COMMUNITY SERVICES			
Adult	128	11.1	3
DENTAL ASSISTING			
*Postsecondary	4	.3	22
Adult	1	.1	25
DISTRIBUTIVE EDUCATION			
Adul	22	1.9	13
GENERAL EDUCATION			
Adult	152	13.2	2
HOMEMAKING			
Adult	212	18.4	1
Economically Depressed Area	35	3.0	11
*Related - Postsecondary	5	.4	21
Related - Adult	8	.7	20
MANPOWER DEVELOPMENT & TRAINING			
*Postsecondary	9	.8	18
PARA-MEDICAL			
*Postsecondary	3	.3	23
Adult	47	4.1	9
PRACTICAL NURSING			
*Postsecondary	4	.3	24
Adult	1	.1	26
TRADE & INDUSTRIAL			
Apprentices	85	7.4	5
Trade Related	40	3.5	10
Trade Preparatory	66	5.7	7
*Postsecondary	10	.9	16
SPECIAL PROGRAMS			
Custodial School	1	.1	27
ORIENTATION			
Vocational-General Education	24	2.1	12
COUNSELING			
Adult High School	71	6.2	6
-TOTALS-	1,152	100.0	

*Full-time - 30 to 40 hours per week. All others are part-time.

Source: Donald Andrews, Executive Vice President, and Owen A. Knutzen, President, Omaha Nebraska Technical Community College, Report of the College, "Postsecondary and Adult Education by Instructional Area," Omaha, Nebraska, November 8, 1972.

courses in accordance with their community services directive from the legislature. In addition, at least the 118 public schools noted in Table 2 are offering adult education programs. It should also be noted that an additional 140 schools are planning or would like to offer adult education courses.[1] Appendix A lists by community where various courses and programs exist in Nebraska.

The growth in the number of classes offered each year has increased rather drastically. Table 3, for example, shows the adult education classes and courses offered in the State's total number of public schools for several years. Note that although there were declines for certain areas in some years, the general trend is upward. It also should be noted that the technical community colleges began their community services expansion in 1970-71, accounting for the slow down in growth for the last year shown.

Some evidence is available showing the impact of the State's technical community colleges on adult education. However, because the State Technical Community College System is very new, standardized record keeping has only recently been established. Consequently, no information was available on the total number of courses or classes for the colleges in the area of adult education. The later section on enrollments does provide some projected information from which the number of courses can be roughly inferred.

Table 2. ADULT EDUCATION COURSES IN SELECTED NEBRASKA'S PUBLIC SCHOOLS--1972 YEAR

Course Name	Number of Existing Courses*	Percentage of Total	Rank
Agriculture	70	15.9	1
Americanization	3	.7	17
Arts and Crafts	43	9.8	4
ABE	20	4.6	9
Business and Distributive Education	49	11.2	3
Civic Affairs	8	1.8	15
Engineering and Technology	3	.7	18
General Academic	20	4.6	10
Health and Physical Education	25	5.7	7
High School Completion	14	3.2	12
Homemaking	51	11.6	2
Industrial and Trade	26	5.9	6
Music	3	.7	19
Parent and Family Life	3	.7	20
Safety and Drivers Education	13	3.0	13
Self Enrichment	22	5.0	8
Remedial	4	.9	16
Vocational Oriented	18	4.1	11
Young Farmer	33	7.5	5
Other	11	2.5	14
TOTALS	439	100.1	(rounding error)

*Based on 118 public schools in Nebraska reporting that they had adult education programs.

Source: Meierhenry, Hill and Smith, 1972 Report, p. 18.

Table 3. THE NUMBER OF ADULT EDUCATION COURSES IN NEBRASKA'S PUBLIC SCHOOLS BY VARIOUS AREAS--1965-72

Year	Non-Credit	High School Credit	Total
1965-66			
No. of Different Courses	1,255	211	1,466
Total No. of Classes	1,687	223	1,910
1966-67			
No. of Different Courses	679	157	836
Total No. of Classes	1,729	272	2,001
Percent Change[a]	2.5%	22.0%	4.8%
1967-68			
No. of Different Courses	1,056	280	1,336
Total No. of Classes	1,654	327	1,981
Percent Change	-4.3%	20.2%	-1.0%
1968-69			
No. of Different Courses	877	273	1,150
Total No. of Classes	1,331	367	1,698
Percent Change	-19.5%	12.2%	-14.3%
1969-70			
No. of Different Courses	964	181	1,145
Total No. of Classes	1,505	361	1,866
Percent Change	13.1%	-1.6%	9.9%
1970-71			
No. of Different Courses	459	295	754
Total No. of Classes	1,509	3,108[b]	4,617
Percent Change	.3%	760.9%	147.4%
1971-72			
No. of Different Courses	646	259	905
Total No. of Classes	2,254	1,995	4,519
Percent Change	67.3%	-35.8%	-2.1%
Percent Change 1965-1972	49.6%	794.6%	136.6%

[a]The percent of change in the total number of classes over the previous year.

[b]This information was reported with no reason given for the extremely large increase.

Source: State Board of Education, Nebraska Education, various years.

Another type of adult education course or activity is the State's ABE program. Some information pertaining to the number of ABE courses in the State for the past several years was available. Table 4 contains this information. The number of courses and program sites has climbed steadily during the time period reported. The unavailability of reliable information from the technical community college makes unclear the total number of programs although the figure would undoubtedly be larger if those data were known.

One other indication of the growth of programs of adult education is in the number of dollars expended in their operation. Unfortunately, information of this nature from all agencies and institutions is not readily available. Table 5 does display some financial data regarding state monies expended in support of adult education programs. The drastic reduction in the total amount of expenditures for the years 1970-1972 is somewhat unexplainable. One factor certainly would be the expansion of the state's technical community colleges. Another partial contributor is the declining support from state and federal sources due to adverse economic conditions. Another possible reason might be a greater support of adult education by local institutions and by the consumer him or herself. Additional research would be required to more fully understand the funding picture. Appendix D reveals some interesting cost/benefit information pertaining to the education of Nebraskan adults.

Table 4. THE NUMBER OF ABE COURSES IN NEBRASKA--1965-72

Year	No. of Program Sites	No. of Different courses	Total No. of Classes
1965-66	4	23	29
	--	--	--
1966-67	4	33	77
Percent Change	0.0%	43.5%	165.5%
1967-68	3	11	106
Percent Change	-25.0%	-66.7%	37.7%
1968-69	7	58[a]	106[a]
Percent Change	133.3%	427.3%	0.0%
1969-70	11	104[a]	137[a]
Percent Change	57.1%	79.3%	29.2%
1970-71	20	171[a]	5,148[b]
Percent Change	81.8%	64.4%	--
1971-72	25	168[a]	6,217[b]
Percent Change	25.0%	-1.8%	--
Percent Change 1965-1972	525.0%	630.0%	--

[a]Total courses or classes in Technical Community Colleges are not reported.

[b]An obvious change in the reporting system. Percentage of change was not computed consequently.

Source: State Board of Education, Nebraska Education, various years and the Division of Adult Education, State Department.

Table 5. STATE MONIES EXPENDED FOR ADULT EDUCATION--1965-1972[a]

Year	Public School Adult Education	Adult Basic Education
1965-66	$ 449,184.38	--[b]
1966-67	579,619.97[c]	$ 58,373.24[d]
1967-68	921,649.26	113,983.25
1968-69	1,104,774.64	166,953.19
1969-70	598,277.66	218,657.69[c]
1970-71	177,947.77	260,223.82
1971-72	157,808.04	n.a.

[a]State Board of Education, Nebraska Education, various years.

[b]Information not available and personnel included in the public school figure.

[c]First year that ABE expenditures are available as separate figures.

[d]Department of Adult and Continuing Education, 1971 Report, p. 8.

Adult Education Enrollments

The Potential Adult Education Clientele

There are a variety of adult education needs as described in the first two chapters of this report. Only one type of clientele need will be discussed here, the educationally disadvantaged, because information on this type of person is readily available through census information. Appendix B displays a variety of figures depicting some statistics for the State of Nebraska relative to the educationally disadvantaged adult.

That we are reaching a significant number of the individuals mentioned above is questionable, even given the rapid increase in ABE enrollments. Table 6 displays the percent of the target population enrolled in ABE programs. Obviously, intense efforts to enroll more of these individuals will be required in the future if their rights are to be protected and if the economy of the State is to be improved. These efforts will require, however, increased support by and commitment from the State of Nebraska and its adult education professionals.

The Adult Education Participant

There are few demographic statistics currently available on the adult education participant. That is an obvious need for some future study. Table 7 shows some of the available informa-

Table 6. PERCENT OF TARGET POPULATION ENROLLED IN NEBRASKA'S ABE PROGRAMS--1967-1969

Achieved Grade Level of Participant	Percent Enrolled of Target Population		
	1967	1968	1969
Below 4th Grade	.9%	1.1%	1.0%
4th to 7th Grade	.7%	1.3%	2.9%
7th to 9th Grade	.1%	.1%	.3%

Source: Department of Adult and Continuing Education, 1971 Report, p. 11.

Table 7. VARIOUS DEMOGRAPHIC STATISTICS FOR ADULT BASIC EDUCATION PARTICIPANTS IN NEBRASKA--1969-1972[a]

Characteristic	1969-70	1970-71[b]	1971-72[b]
Sex:			
Percent Male	45%	44%	44%
Percent Female	55%	56%	56%
Average Age	35 yrs.	35.7 yrs.	n.a.
Race:			
Percent Black	22%	n.a.	n.a.
Percent Mexican-American	29%	24%	n.a.
Percent Native-American	1%	3%	n.a.
Percent White	33%	57%	n.a.
Percent Other	15%	13%	n.a.

[a]Department of Adult and Continuing Education, 1971 Report, pp. 28-29.

[b]State Board of Education, Nebraska, Nebraska Education, various years, revealed very similar percentages for sex differences in these two years.

tion. Given this scanty information (ABE programs only) it can be suggested that slightly less than half of the participants are male, their average age is the mid-thirties, and the racial origin is more often white than any other. Appendix C shows some more of this kind of information on a selected adult education program site.

Enrollment Information

The data continue to support a growing involvement in adult education within the state. Although the overall enrollment trends have been consistently upward in recent years, it is interesting to note that specific areas (i.e., ABE, non-credit, etc.) of adult education have not been so consistent. Table 8 illustrates this point as the enrollment data for elementary school credit adult courses reflect constant growth while the high school credit adult course enrollments indicate more sporatic growth patterns. It is important that those administering the adult education programs of the State stay abreast of specific growth trends related to specific programs under the adult education umbrella. The evidence for growth in adult education (Table 8, Table 9) should constantly be analyzed to identify enrollment trends of specific programs.

Further evidence for a growing enrollment in adult education is the projection of a 15% increase in enrollment at the technical community colleges from 1972-73 to 1973-74 (Table 10). It

Table 8. ADULT EDUCATION ENROLLMENTS IN NEBRASKA PUBLIC SCHOOL DISTRICTS FROM 1965 TO 1972

Year	Non-Credit Adult Education	High School Credit Adult Education	Adult Basic Education	TOTAL
1965-66				
No. of enrollments	30,652	4,470	265	35,387
1966-67				
No. of enrollments	32,013	3,611	883	37,507
Percent Change[a]	4.4%	3.2%	233.2%	6.0%
1967-68				
No. of enrollments	27,337	5,389	1,370	34,096
Percent Change	-14.6%	16.9%	55.2%	-0.1%
1968-69				
No. of enrollments	24,292	4,460	1,306	30,058
Percent Change	-11.1%	-17.2%	-4.7%	-11.8%
1969-70				
No. of enrollments	26,061	4,291	1,764	32,116
Percent Change	7.3%	-3.8%	35.0%	6.8%
1970-71[b]				
No. of enrollments	8,713	5,550	3,737	18,000
Percent Change[c]	---[c]	29.3%	111.8%	---[c]
1971-72				
No. of enrollments	14,139	5,133	3,818	23,090
Percent Change	---[c]	-7.5%	22.0%	---[c]

[a]The percent of change in the total number of classes over the previous year.

[b]Does not include Lincoln and Omaha enrollments or those enrollments designated "vocational" (See Table 9).

[c]Due to a change in reporting system, the percentage of change was not reported.

Source: State Board of Education, Nebraska Education, various years.

Table 9. ADULT VOCATIONAL EDUCATION ENROLLMENTS IN NEBRASKA PUBLIC SCHOOL DISTRICTS FROM 1970 TO 1972

Year	Vocational Adult Education
1970-71	
No. of Enrollments	17,383
1971-72	
No. of Enrollments	18,694
Percent Change	7.5%

Source: State Board of Education, Nebraska Education, various years.

Table 10. ESTIMATES ON PROJECTED ENROLLMENTS IN COMMUNITY, ADULT, AND CONTINUING EDUCATION AT TECHNICAL COMMUNITY COLLEGES FROM 1972-72 TO 1973-74[a]

Institutions[b]	1972-73	1973-74
Central Nebraska Technical - Hastings	2,305	2,996
Eastern Nebraska Technical College	---	1,000
Fairbury College	380	575
Lincoln Technical College	11,000	11,000
McCook College	800	800
Mid Plains Technical College-North Platte	1,000	1,000
Nebraska Technical College-Milford	360	360
Nebraska Western College-Scottsbluff	1,100	1,200
North Platte College	1,089	1,143
Northeast Technical College-Norfolk	1,000	2,000
Northeastern College-Norfolk	900	900
Omaha Technical College	9,386	10,000
Platte College-Columbus	1,400	1,800
Western Nebraska Technical College	360	700
TOTALS	30,720	35,474[c]

[a]Gerald W. Baird, "Projected Enrollments--Community, Adult, and Continuing Education," Table B, Lincoln, Nebraska: State Board of Technical Community College, 1973.

[b]The original institutional names were utilized in this table. See Appendix A for new names and combined areas under the technical community college system.

[c]Represents an estimated increase of 15.5%

is a curious phenomena to experience growing enrollments in a period of educational belt-tightening due to shrinking enrollment trends in most educational systems.

Adult Education Instructional Personnel

The growing enrollments in adult education programs throughout the State have often been complemented by similar growth patterns in the number of instructional personnel. Some evidence for this is displayed on Tables 11, 12, and 13.

Apparently, the increase in the number of instructional personnel has not always been contingent upon the enrollment. For instance, there was a 270% increase in instructional personnel from 1965 to 1970 in one area of adult education, (ABE), while there was a 566% increase in enrollment during the same period of time (Table 8, Table 9). More attention will be given to this issue later.

Table 12 and Table 13 reflect the increasing number of personnel in adult education with most of that increase in part-time roles. The utilization of part-time professional and non-professional employees is often a characteristic of a rapidly growing system. There are some specific kinds of maintenance issues (i.e. lack of continuity, variant training backgrounds, etc.) which must be attended to in a system with such a work-

Table 11. NUMBER OF INSTRUCTIONAL PERSONNEL IN NEBRASKA PUBLIC SCHOOL DISTRICTS FROM 1965 TO 1970[a]

Year	Non-Credit Adult Education	High School Credit Adult Education	Adult Basic Education	Total
1965-66				
No. of Personnel	888	73	20	981
1966-67				
No. of Personnel	858	97	48	1003
Percent Change[b]	03.4%	32.9%	140.0%	2.2%
1967-68				
No. of Personnel	876	116	47	1039
Percent Change	2.1%	19.6%	-2.1%	3.5%
1968-69				
No. of Personnel	810	174	50	1034
Percent Change	7.5%	50.0%	6.4%	0.5%
1969-70				
No. of Personnel	850	121	74	1045
Percent Change	4.9%	-30.5%	48.0%	1.1%
1970-71				
No. of Personnel	---	---	---	1336
Percent Change	---	---	---	---
1971-72				
No. of Personnel	---	---	---	1621
Percent Change	---	---	---	---

[a]Due to a change in the reporting system in 1970-71 and 1971-72, the Table does not include the total number of instructional personnel for these years. See Table 12 for that information.

[b]The percent of change in total number of personnel over the previous year.

Source: State Board of Education, Nebraska Education, various years.

Table 12. NUMBER OF ADULT EDUCATION INSTRUCTIONAL PERSONNEL IN PUBLIC SCHOOL DISTRICTS - 1970 TO 1972

Type of Personnel	Full-Time Employees		Full-Time School Personnel with Part-Time Adult Education Responsibilities		Part-Time Adult Education Employees	
	1970-71	1971-72	1970-71	1971-72	1970-71	1971-72
Director of Adult Education	4	4	43	32	2	9
Assistant Director	10	2	12	7	17	1
Instructors	58	79	380	405	779	958
Counselors of Adult Education Students	4	7	6	7	2	33
Teacher-aides	--	--	2	5	43	31
Clerical Assistants	12	29	11	7	1	5
Total	88	121	454	463	844	1,037

Total Personnel	
1970-71	1386
1971-72	1621

Source: State Board of Education, Nebraska Education, various years.

Table 13. THE NUMBER OF ADULT EDUCATORS PARTICIPATING IN AN ATTITUDE STUDY OF ADULT EDUCATION

Type of Personnel[a]	1971				1972			
	Full Time	Part Time	Volunteer	Total	Full Time	Part Time	Volunteer	Total
Directors, supervisors, and counselors	32	68	20	120	26	66	19	111
Teachers	53	621	94	768	32	689	88	809
Teacher-aides	22	41	6	69	24	35	107	166
Totals	107	730	120	957	82	790	214	1086

[a]These personnel make up the work force in approximately 90% of the public school and technical community college supported adult education programs.

Source: Hiemstra, 1973 Report.

force. Those responsible for training and re-training of adult educators in the State should not ignore the significant parameters involved in working with a predominately (over 90%) part-time instructional personnel.

Time Comparison of Selected Data

There are a couple of issues that surfaced in this study which will be looked at further from the vantage point of a time-comparison display. The indicators selected for this brief review are: per pupil costs/enrollments and instructional personnel/enrollments.

Per Pupil Cost/Enrollments -- Using data from ABE enrollments and cost per pupil statements, Figure 1 was constructed to display the trends. There appears to be some glaring messages captured in the graph. As the enrollment increased the cost per pupil decreased. Some reduction in per pupil costs is expected in a rapidly, growing program; but, the reduction has continued at such a rate that it appears the State of Nebraska is headed for some serious overextension problems. As the adult educational problems of the State call for individualized instruction and the monies available for instruction continue to be less per pupil each year, there has to be some slippage in the quality of instruction.

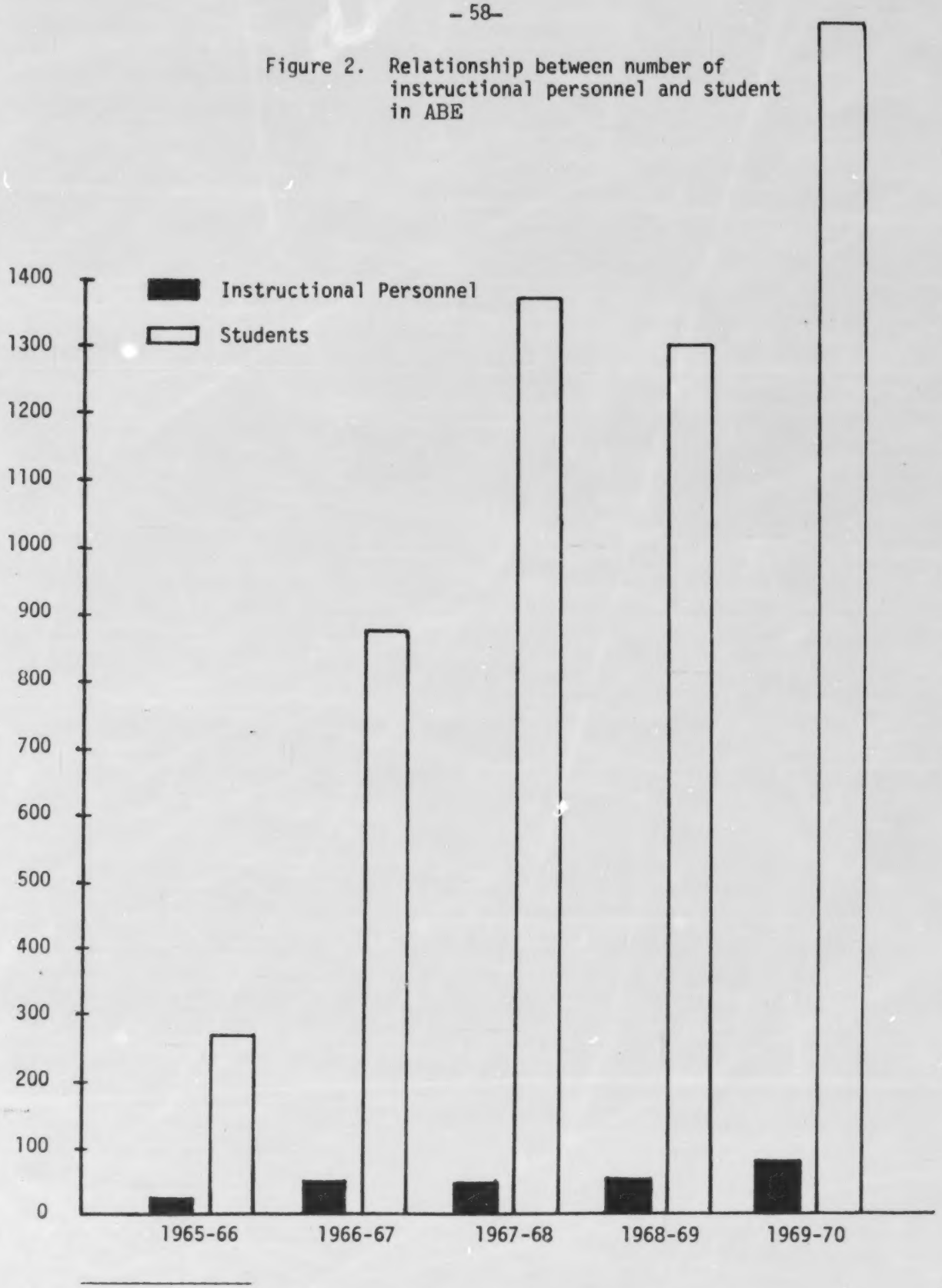
Figure 1. Annual Adult Education Enrollments in Nebraska and the Per Pupil Cost for Adult Education

The decreasing amount of money available per pupil is not merely the product of a rapidly, growing adult education effort. It also stems from a reduction in the allocation of State funds for adult education (See Table 5).

Instructional Personnel/Enrollments -- The per pupil reduction in monies has a direct effect upon a number of important variables in the educational process. One of the most significant variables is the ratio of students per instructional personnel. In order to demonstrate the trends in this area, Figure 2 was constructed.

Figure 2 illustrates the growing gap between the number of instructional personnel supporting Adult Basic Education and the number of students (1965-1970). Even though these data are a bit dated (new reporting procedures did not provide similar data after 1970), it once again draws our attention to a trend--a trend toward increasing enrollments and decreasing services.

Figure 2. Relationship between number of instructional personnel and student in ABE



Source: State Board of Education, Nebraska Education, various years.

References

[1]Meierhenry, Hill, and Smith, 1972 Report, p. 18.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this study was to take a cursory look at the adult education picture in Nebraska with special attention given to the number of courses and activities, enrollments, and instructional personnel. An attempt was made to isolate and discuss trends. Although the study was limited by the procedure of utilizing secondary data compiled and reported by public agencies, it surfaced some rather significant data. In this final chapter an attempt will be made to restate some of the major findings and suggest possible strategies to deal constructively with the current situation.

An Overview

If one wanted to sum this report up in one word, "growth" would be a good choice. An ever-increasing number of clients are requesting and registering for a growing variety of courses conducted by a growing, but over-extended, corps of instructors. Needless to say, this sudden growth spurt is not without its pains as well as joys.

There also appears to be some evidence that the citizenry of Nebraska is responding to the dynamics of the "future shock age" referred to earlier. Adults are utilizing learning activities which help them retool for present positions or prepare them for new pursuits (see Table 2, pg. 40).

No longer do we find adult education efforts concerned primarily for the man and woman interested in leisure learning; it is re-learning and vocationally oriented programs which have caught fire (See Table 9, pg. 50). That is not to say that leisure-related adult education activities are not attracting a growing clientele because they are. The point being made is that the retraining and retooling dimensions of adult education are actively contributing to the exploding adult educational scene in Nebraska. Ironically, or maybe it would be better to say tragically, in this period-of-plenty with regards to enrollments, the target populations for ABE programs are hardly being tapped (See Table 6, pg. 46). At the risk of stretching the purpose and the data of this report, it might be fairly accurate to say that the major customers of adult education activities in the State are middle class clientele. A clientele which has the personal and/or professional security to explore re-learning opportunities.

One of the requirements of a rapidly growing effort is to

recruit and maintain competent leadership. In this report, adult education leadership is translated as instructional personnel--administrators, teachers, etc. The data available (See Tables 11, 12, & 13, pp. 53, 54, & 55) surface some critical issues related to instructional leadership. The two most obvious issues are the increasing ratio between pupils for each instructor and the growing percentage of part-time personnel.

At one time (See Figure 2, pg. 59) there was an excellent pupil-teacher ratio in the adult education programs in the State. Acknowledging the unique needs of most adults engaged in learning experiences it would have been very advantageous to maintain optimum pupil-teacher ratios as the enrollments increased. As the data indicates, this was not possible in many programs. Consequently, based upon speculation (this was not a question investigated by this report), it would probably be safe to say that the quality of instruction diminishes with decreasing amounts of contact time between the instructor and student. This is not to say that there has not been a concerted effort to keep up with the growing enrollments. Rather it is an attempt to focus upon the data and a possible cost being paid in a rapidly growing program.

Another personnel related issue is the growing percentage

of part-time personnel involved with administering and instructing in the adult education programs of the State. One source (See Table 12, pg. 54) indicates that approximately 92% of instructional personnel within the State in 1972 were either part-time employees or volunteers. Once again, this personnel related issue is a predictable outgrowth of an emerging, growing program. It is logical to turn to part-time employees and volunteers to fill the instructional needs in a developing program because flexibility in staffing is needed. The danger is that a new program can get locked into the beginning stages of its development and fail to recognize the need for stabilization through professionally trained, competent leadership. This study revealed that there are many adult educators within the State; however there may be some real costs (i.e., divided alligencies, lack of continuity, minimum professional skills, etc.) which will be paid by any organizational effort relying upon such a high percentage of part-time personnel.

Growing pains such as those mentioned above are often attendant to a rapidly developing program. However, another phenomenon was evidenced in this study. With the growing enrollment there has been a corresponding drop in financial support from the State. So rapid has been the declining State support that in 1970-71 only slightly more than $175,000 was allocated for public school adult education. This was a significantly noticeable decline from the more than one million allotted in 1968-69; furthermore, it was only approximately one-third of the amount of State revenue allocated for adult education as was

available in 1968-69. (See Table 5, pg. 44) Obviously, the growing program continues to need financial resources to operate. More than likely it is the individual participant and the community bearing the costs. If this trend continues, there is a real possibility of experiencing a program that has grown beyond its means of support or some sort of taxpayers revolt because of limited return in terms of adult education. It appears that the State is withdrawing its support at an awkward time in the development of a nationwide adult education program. One encouraging fact is that there has been an increase in State funds to ABE programs. This is especially significant if the earlier suggestion about needing to reach disadvantaged clientele is accurate.

Recommendations

The intent of this report was rather limited. Basically it was to share trends in adult education within the State as they related to enrollments, personnel, and courses and activities. Hopefully, the above did report on those issues as clearly as possible considering the parameters of the study, the availability of data, and the limitations of research funds.

This study would be quite incomplete if it did not give birth to some new questions and did not conclude with some spe-

cific recommendations. With these two goals in mind the following recommendations are presented:

1. That the State Department of Education should be instrumental in the initiation of comprehensive adult education legislation at the State level to insure responsible planning and support for this growing form of education and that such legislation should take into account issues surfaced in this study (i.e. financial planning, coordination, etc.).

2. That the State Department of Education support and administer increased training and re-training programs for adult educators within the State and initiate inservice activities needed to maintain the necessary competency levels.

3. That the University of Nebraska's Teachers College be instrumental in assisting with state-sponsored professional training programs and that the Teachers College also provide the leadership in preparing professionally qualified educators for work in a variety of adult, community and continuing education roles in Nebraska. This recommendation is in keeping with the new mission and goals of Teachers College.[1]

4. That a thorough demographic study be made of those participating in adult education programs in the State so that

future adult education efforts can be targeted to specific clientele.

5. That future research include comprehensive studies which investigate such issues as: the different agencies offering adult education activities; the specific needs of different populations within the State; the current attitudes toward adult education; and the projected growth patterns of the major adult education program in the State.

Conclusion

The message of this study is very simple. The State of Nebraska is experiencing and should continue to experience a growing, state-wide adult education program. The changes this effort is causing in the State in general, and in education in particular, are both frightening and exciting. Frightening because they bring with them promises of a program of lifelong learning which demands a change in many old structures and systems. Exciting because it is a hopeful kind of educational effort which affects all those who reside in the State and it is not something to come, it is now.

References

[1]Teachers College, University of Nebraska, "College Mission Statements," Lincoln: Teachers College, University of Nebraska, April 27, 1972. (mimeograph)

APPENDIX A

LOCATION OF ADULT EDUCATION COURSES AND PROGRAMS IN NEBRASKA

I. Public School Districts Reporting Adult Education Programs

Albion
Alliance
Ansley
Atkinson
Auburn
Bayard
Beatrice
Beaver City
Bellevue
Blair
Bloomfield
Bridgeport
Burwell
Campbell
Cairo
Cedar Rapids
Central City
Chadron
Clarkson
Columbus
Cozad
Crete
Curtis
David City
Diller
Dodge
Elba
Elgin
Elwood
Emerson
Ewing
Exeter
Fairbury
Fairfield
Falls City
Farman
Filley
Firth
Fremont
Friend
Fullerton
Genoa
Grand Island
Gordon
Grant
Gretna
Guide Rock
Harrisburg
Hastings
Hayes Center
Hay Springs
Henderson
Holbrook
Holdrege
Homer
Humboldt
Hyannis
Imperial
Kearney
Kenesaw
Kimball
Lakeview
Laurel
Lexington
Lincoln
Loup City
Lynch
Lyons
Macy
McCook
Milford
Millard
Minden
Mullen
Nebraska City
Nehawka
New Castle
Niobrara
Norfolk
North Loup
North Platte
Oakland
Omaha
Ogallala
O'Neill
Ord
Oxford
Palmyra
Pawnee City
Petersburg
Plainview
Plattsmouth
Polk
Ponca
Randolph
Raymond
St. Edward
Saint Paul
Santee
Schuyler
Scottsbluff
Seward
Sidney
Spencer
Stanton
Stella
Sutton
Syracuse
Takanak
Tilden
Valentine
Verdigre
Walthill
Waverly
West Point
Winnebago
York

II. Technical Community Colleges with Adult Education Programs

A. Central Nebraska Technical Community College Area

Central Nebraska Technical College-Hastings
Platte College-Columbus

B. Eastern Nebraska Technical Community College Area - (to be named)

C. Mid-Plains Technical Community College Area

North Platte Junior College-North Platte
Mid-Plains Vocational Technical College-North Platte
McCook Junior College-McCook

D. Northeast Nebraska Technical Community College Area

Northeastern Nebraska College-Norfolk
Northeast Technical Community College-Norfolk

E. Omaha Nebraska Technical Community College Area-Omaha

F. Southeast Nebraska Technical Community College Area

Fairbury Junior College-Fairbury
Lincoln Nebraska Technical Community College-Lincoln
Nebraska Technical College-Milford

G. Western Nebraska Technical Community College Area

Nebraska Western College-Scottsbluff
Western Nebraska Vocational Technical College-Sidney

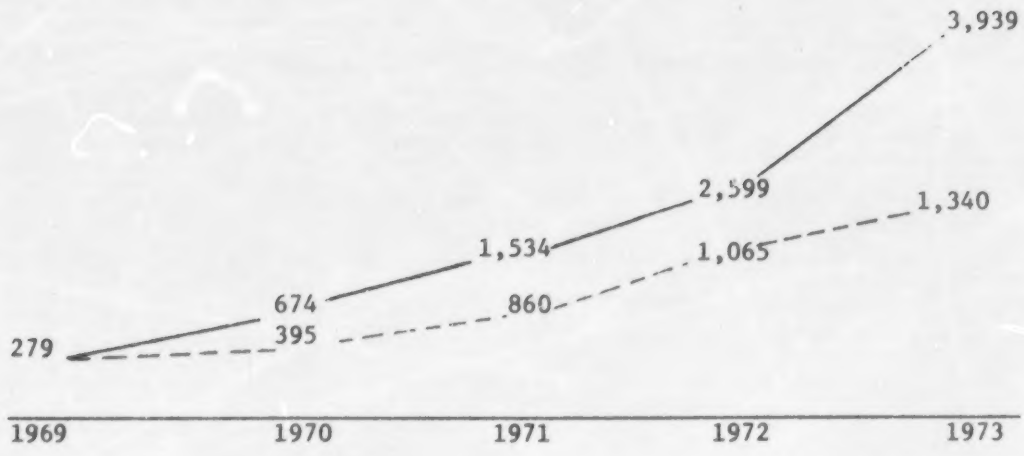
III. Adult Basic Education Program Sites

Alliance
Beatrice
Chadron
Cozad
Fairbury
Falls City
Grand Island
Kearney
Lexington
Lincoln
Lincoln-State Penal & Correctional Complex
McCook
Minden
Nebraska City
Norfolk
North Platte
Ogallala
Omaha
Scottsbluff
York
York Women's Reformatory

Adult Basic Education Satellite Classroom Sites

Ainsworth
Albion
Arapahoe
Bayard
Benkelman
Bridgeport
Central City
Cody
Columbus
Crawford
Crete
Curtis
Dakota City
David City
Exeter
Geneva
Gering
Gibbon
Gordon
Hartington
Hay Springs
Hayes Center
Hebron
Holdrege
Humboldt
Imperial
Lodgepole
Lyman
Macy
Minatare
Mitchell
Morrill
Neligh
Niobrara
O'Neill
Oshkosh
Plainview
Ravenna
Rushville
Santee
Seward
Stromsburg
Tekamah
Valentine
Wayne
West Point
Wilber
Winnebago

HIGH SCHOOL EQUIVALENCY DIPLOMAS EARNED



_____ = Cumulative Number of Equivalency Certificates Issued
----- = Number of Equivalency Certificates Issued Per Year

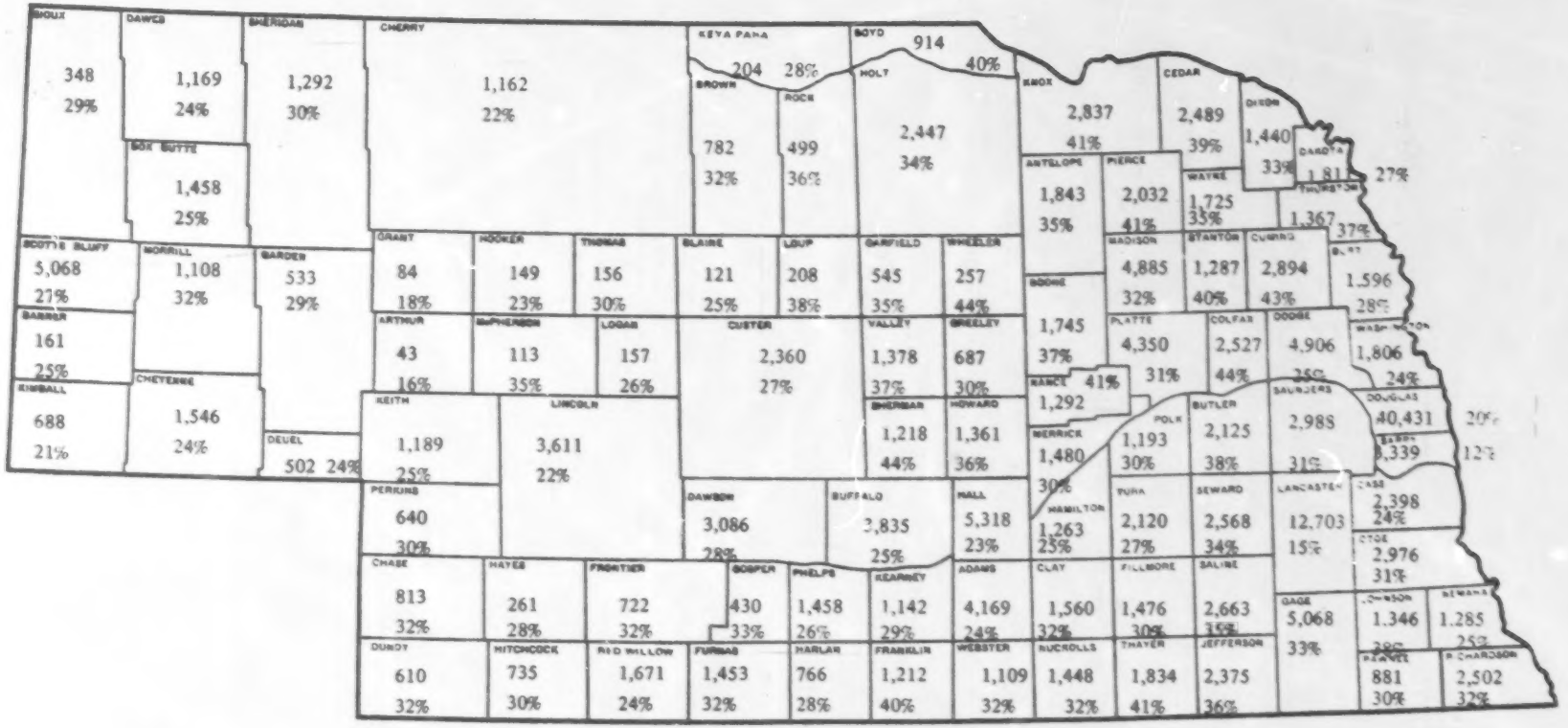
APPENDIX B

1970 CENSUS INFORMATION PERTAINING TO NEBRASKA'S EDUCATIONALLY DISADVANTAGED ADULTS

Source: State Department of Education, Division of Adult Education

STATE OF NEBRASKA

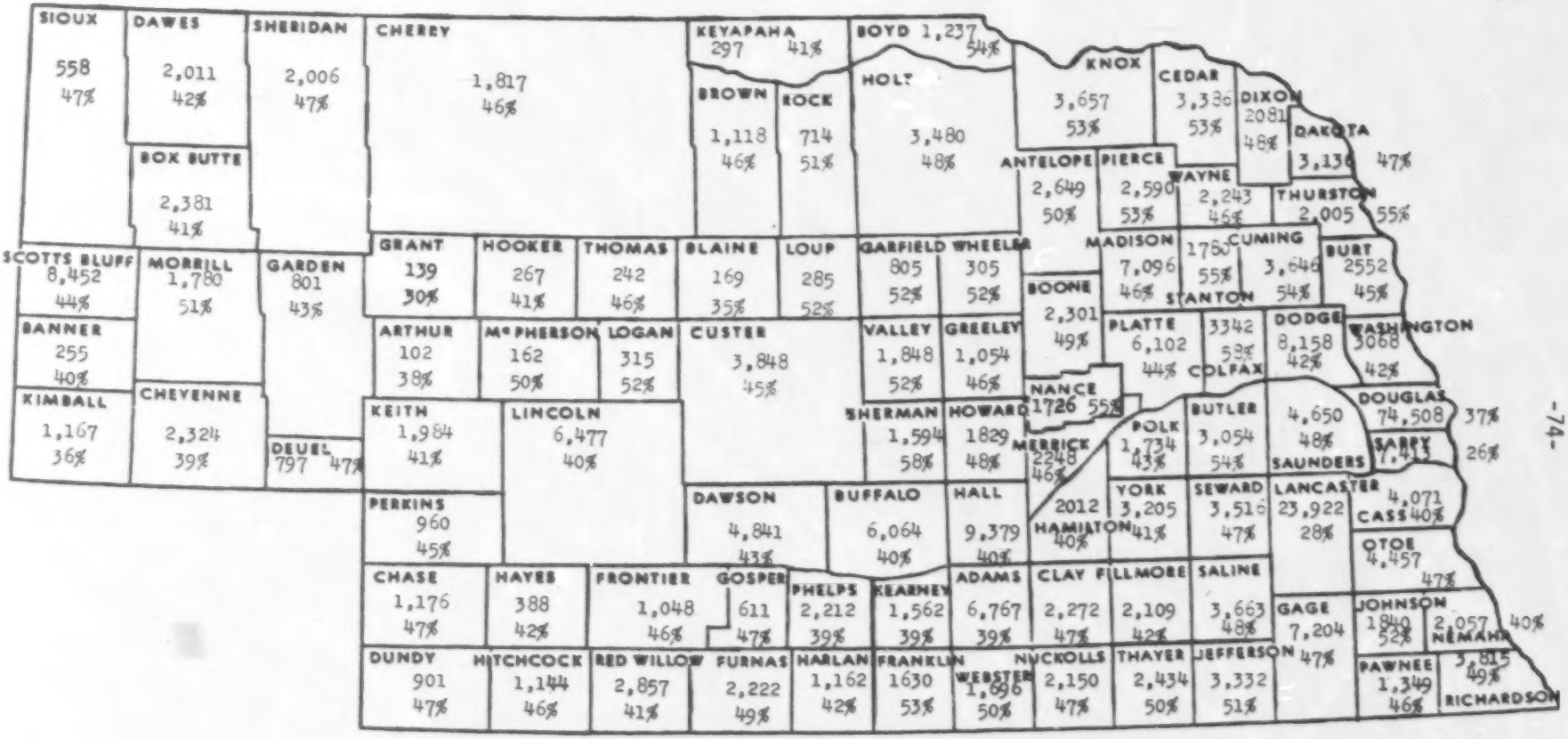
ADULT POPULATION (25 YEARS AND OVER) WITH NO MORE THAN 8TH GRADE EDUCATION AND PERCENTAGE OF ADULT POPULATION (1970 CENSUS)



AE-21-2

STATE OF NEBRASKA

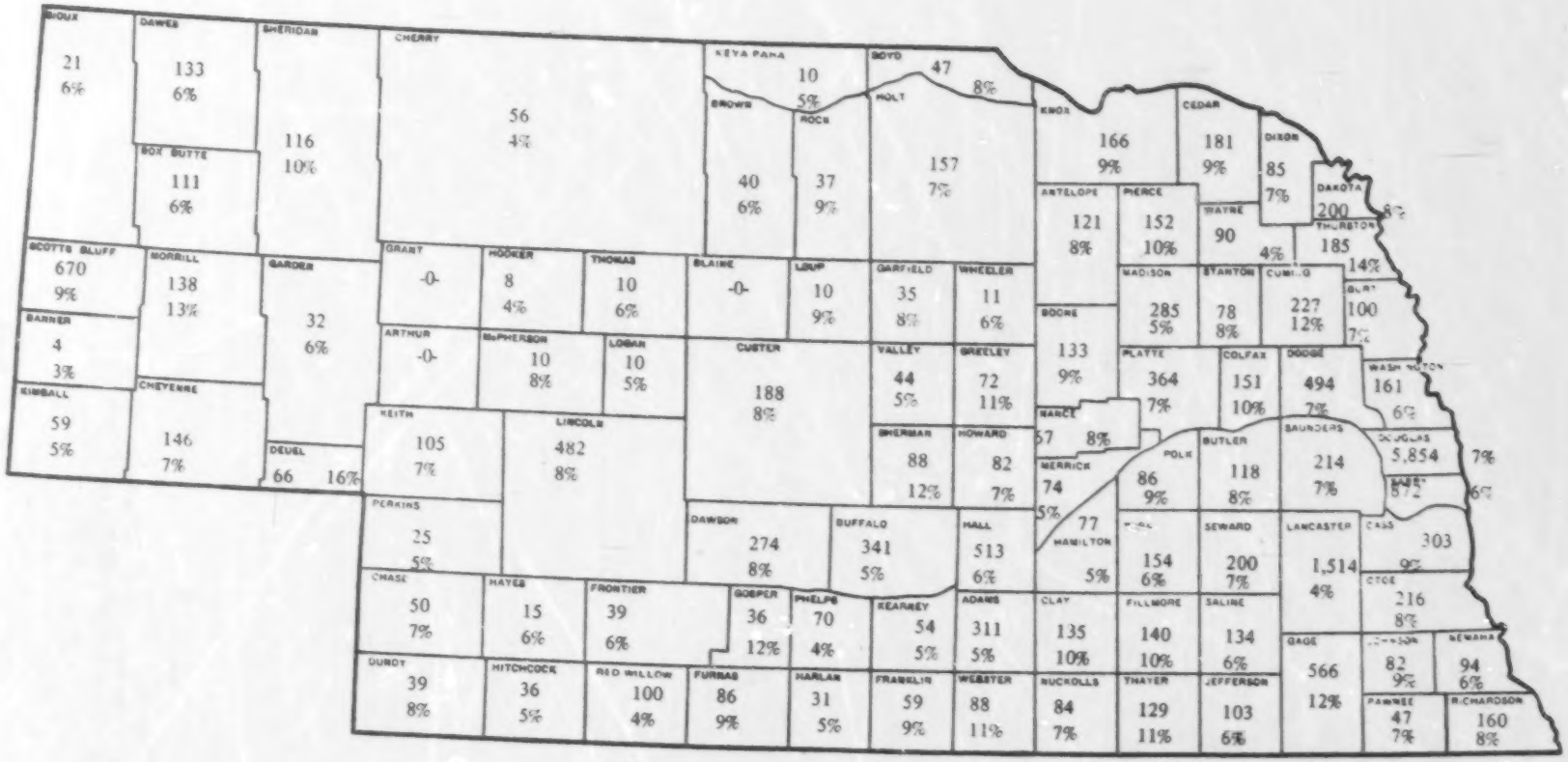
ADULT POPULATION (25 YEARS AND OVER)
WITH NO MORE THAN 11TH GRADE EDUCATION
AND PERCENTAGE OF POPULATION
(1970 CENSUS)



AE-21-3

STATE OF NEBRASKA

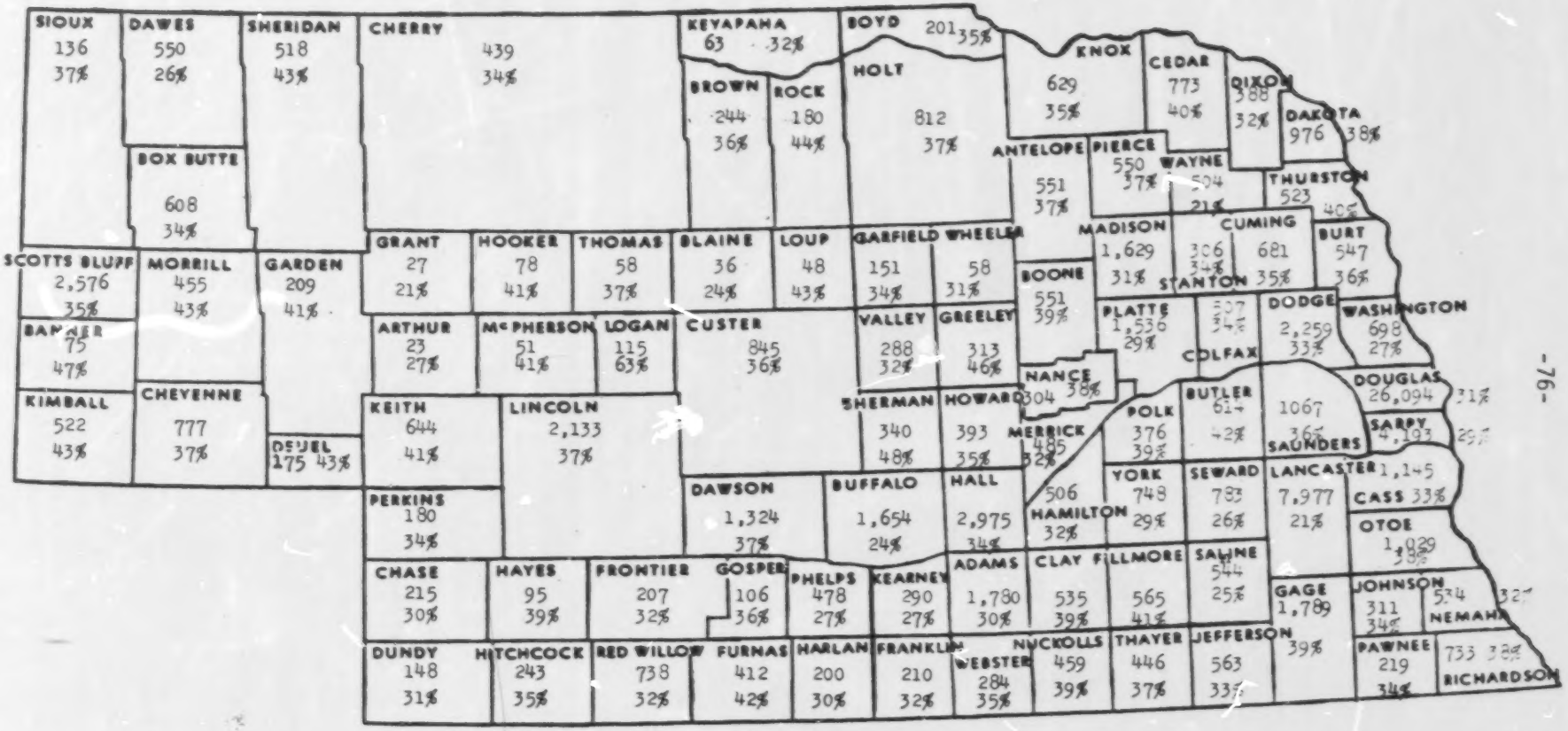
ADULT FEMALE POPULATION (15 TO 44 YEARS OLD)
WITH NO MORE THAN 8TH GRADE EDUCATION
AND PERCENTAGE OF POPULATION
(1970 CENSUS)



AE-21-4

STATE OF NEBRASKA

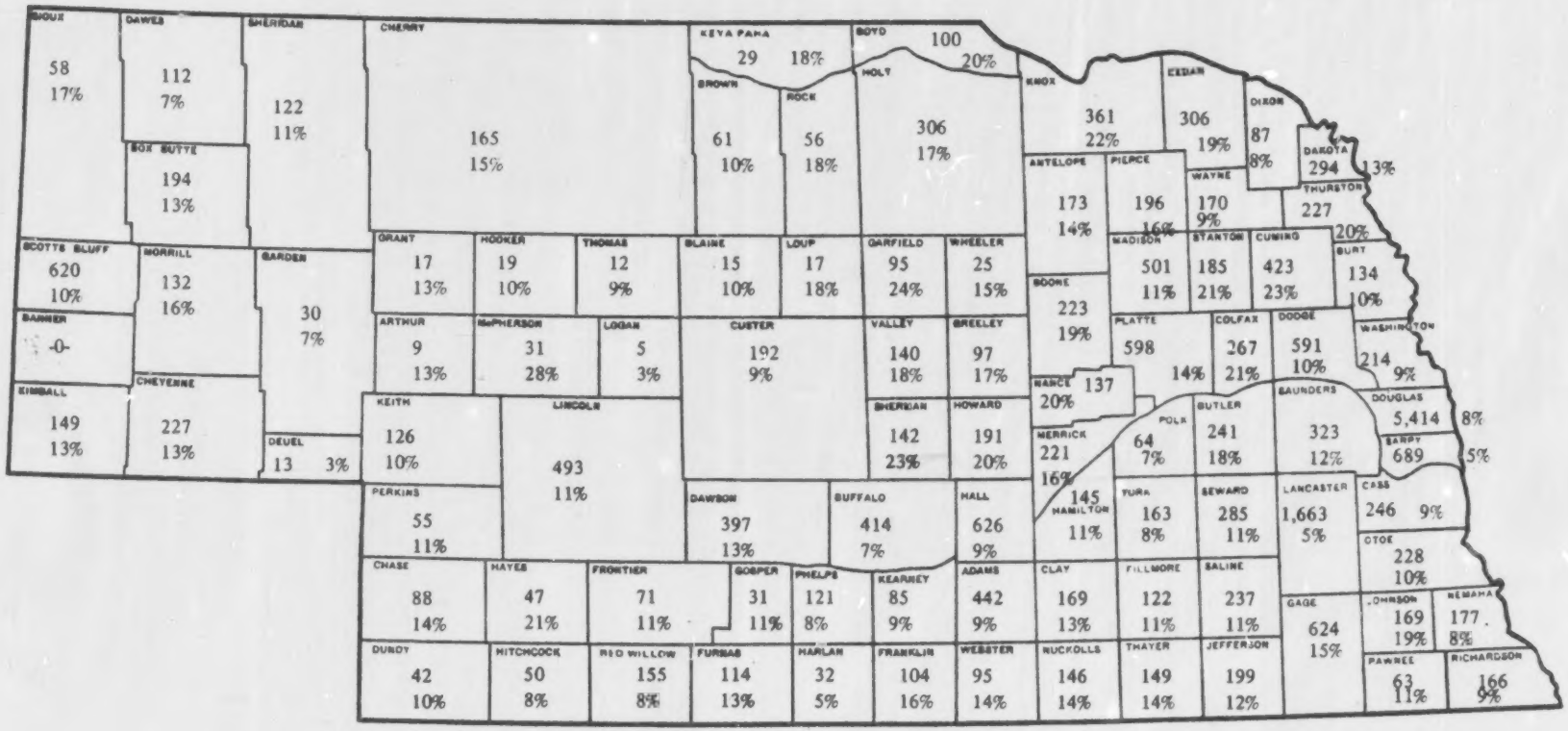
ADULT FEMALE POPULATION (15 TO 44 YEARS OLD)
WITH NO MORE THAN 11TH GRADE EDUCATION
AND PERCENTAGE OF POPULATION
(1970 CENSUS)



AE-21-5

STATE OF NEBRASKA

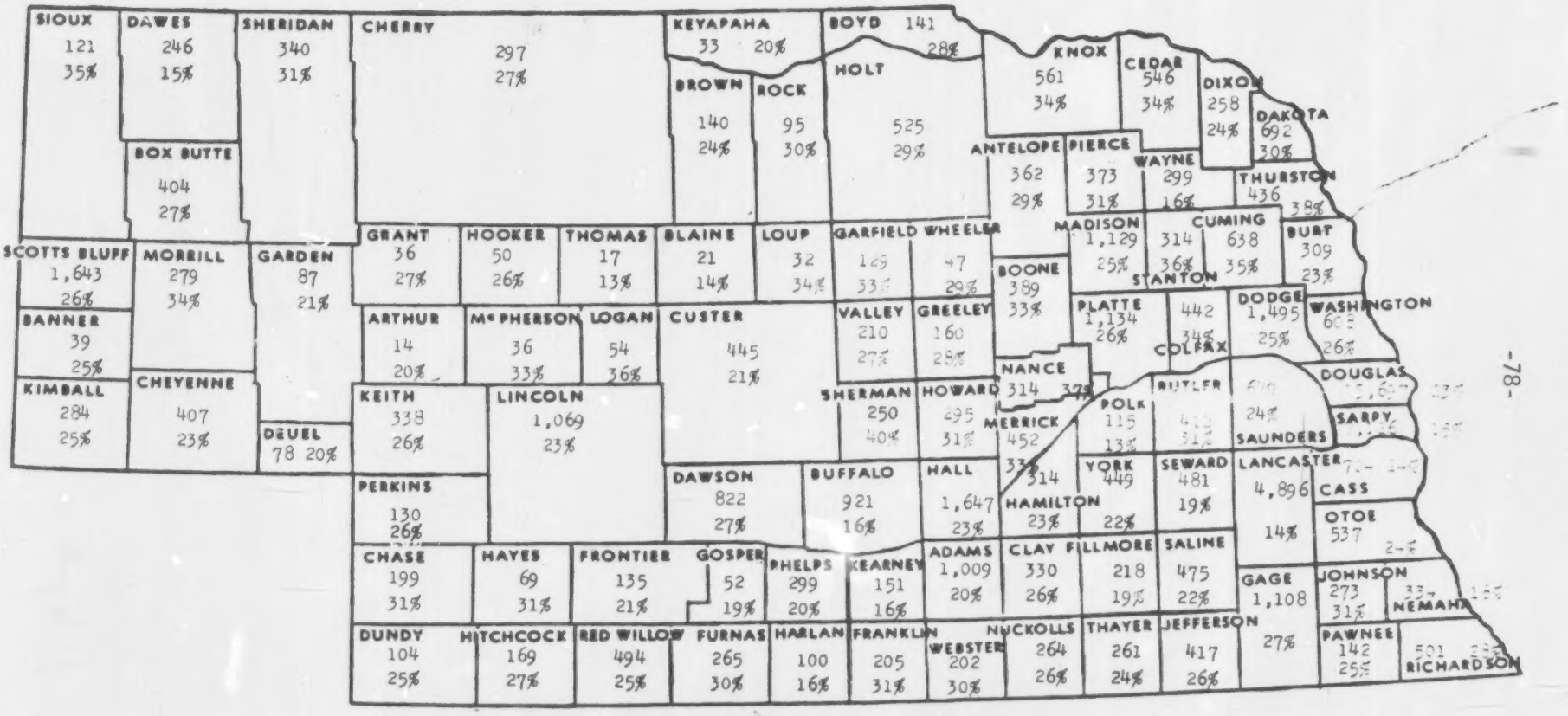
ADULT MALE POPULATION (20 TO 49 YEARS OLD) WITH NO MORE THAN 8TH GRADE EDUCATION AND PERCENTAGE OF POPULATION (1970 CENSUS)



AE-21-6

STATE OF NEBRASKA

ADULT MALE POPULATION (20 TO 49 YEARS OLD)
WITH NO MORE THAN 11TH GRADE EDUCATION
AND PERCENTAGE OF POPULATION
(1970 CENSUS)



AE-21-7

APPENDIX C

SELECTED DEMOGRAPHIC CHARACTERISTICS ON ADULT BASIC EDUCATION STUDENTS LINCOLN, NEBRASKA 1971

Source: Lincoln Nebraska Technical Community College, Report of the College, "Evaluation Study for Adult Basic Education" (Lincoln, Nebraska: Lincoln Nebraska Technical Community College, 1971).

1. Age

16-17	9%
18-25	32%
26-33	23%
34-41	16%
42-49	10%
50-57	7%
58-65	2%
66-	1%

2. Sex:

Male	49%
Female	51%

3. U. S. Citizen:

Yes:	73%
No:	27%

4. Race:

American Negro:	7%
Spanish Mexican American:	6%
American Indian:	2%
American White:	56%
Other:	29%

5. Family status:

Married:	51%
Single:	36%
Widowed:	6%
Divorced or separated:	7%

6. Approximate annual income for 1970:

$ 0 - 2,000:	37%	5,000 - 5,999:	11%
2,000 - 2,999:	9%	6,000 - 6,999:	13%
3,000 - 3,999:	15%	7,000 or more:	13%

7. Highest grade completed before enrolling in Adult Basic Education:

Less than 5 grades:	20%	Some high school:	18%
5 - 8 grades:	36%	Completed high school:	12%
Junior high school:	14%		

APPENDIX D

COST/BENEFIT STUDY OF THE EDUCATION OF NEBRASKAN ADULTS

Source: Adult Education Section, State Department of Education, Lincoln, Nebraska

STATE BOARD OF EDUCATION
GERALD T. WHELAN, PRESIDENT
P. O. BOX 308
HASTINGS 68901
MRS. MARILYN FOWLER, VICE PRESIDENT
1904 PLUM CREEK LANE
LEXINGTON 68850
FRANK E. LANDIS
834 LINCOLN BUILDING
LINCOLN 68508
R. JERRY HARGITT
100 SOUTH 19TH STREET
OMAHA 68102

State of Nebraska

Department of Education

CECIL E. STANLEY
COMMISSIONER OF EDUCATION

233 SOUTH 10th STREET LINCOLN 68508

STATE BOARD OF EDUCATION
WALTER L. MOLLER
118 WEST 3RD STREET
WAYNE 68787
WILLARD H. WALDO
DEWITT 68341
MRS. SHIRLEY A. PETERSON
AMELIA 68711
F. V. KNAPPLE
5808 PIERCE STREET
OMAHA 68106

M E M O R A N D U M

TO : Supervisors of Adult Basic Education

FROM: Will Wiener

RE : Cost/Benefit Study

While researching cost/benefit analysis, I have computed some startling information that I thought I would share with you.

For every dollar put into Adult Basic Education, a potential of $44.00 in benefits are returned. The benefits are in the form of increased income to the participants and increased taxes to the government. For every dollar that the government puts into the program, it gets back approximately $9.00 in the form of taxes.

I used a 1968 Department of Commerce study which showed different levels of lifetime income related to different levels of education. This study showed that a person who received an eighth grade education has a potential increase in income of $30.00 per week or $1,525.00 per year. These figures can be used for Adult Basic Education purposes because a former ABE student can now read and write and has learned other valuable skills. This makes an increase in income reasonable. Also, the study showed that there was a difference of $75.00 per week or $3,850.00 per year between a person with below an eighth grade education and a person who graduated from high school. A high school/ABE graduate now has more than just the basic skills -- he has a diploma which carries certain automatic benefits. It must be remembered that this person may not have had even the basic skills when he first started in ABE. Therefore, graduating from high school should cause a large increase in income.

In 1972 there were 1,338 Adult Basic Education eighth grade graduates and 54 high school graduates who originally began in ABE. If you multiphy these numbers by their respective increases in income, you get a total dollar figure of $2,248,350. This $2,248,350 is for one year.

MEMORANDUM
Page 2

The knowledge that people gain from Adult Education lasts a lifetime. For that reason, we are extending the benefits over a ten-year period. We must now relate future benefits to the present. A discount rate of 12% is used to do this. The increase is lessened or discounted by 12% per year to take into account inflation and interest rates. The total income potential is $10,807,396
and increased taxes, using a 20% tax rate are. . $ 2,701,974
for a total of . . . . . $13,509,870 in potential benefits.

The operating cost for Adult Basic Education in 1972 was $300,000. This makes the benefit to cost ratio . . . . . $\frac{\$13,509,870}{\$300,000} = \frac{\$44.}{\$1.}$

($44. to $1.)
The government cost to benefit ratio is. . . . . $\frac{\$2,701,974}{\$300,000} \quad \frac{\$9.}{\$1.}$

($9. to $1.)

Remember, this is rough data. The study I am attempting to do, with your help, should be more accurate, but this does show that Adult Education has tremendous potential. Fell free to use this information.

Potential Increase of Annual Earnings	X	Number of Graduates in 1972	=	Total Potential Increase of Earnings
8th Grade Graduates.	$1,525	X 1,338	=	$2,040,450
12th Grade ABE Graduates. . .	$3,850	X 54	=	$ 207,900
		Total Before Taxes		$2,248,350

TOTAL INCREASED EARNINGS TO PARTICIPANTS. $1,798,680

INCREASED TAXES TO THE GOVERNMENT (20% Tax Rate). . . $ 449,670

TOTAL BENEFITS. . . $2,248,550

THE TOTAL COST OF THE PROGRAM IN 1972 WAS $300,000.

This Means That For Every Dollar Put Into The Program, There Is A Return To:

The Participant Of: $6.00 = $1,798,680 / $ 300,000

The Government Of: $1.50 = $ 449,000 / $ 300,000

For A Total Return Of: $7.50 = $2,248,350 / $ 300,000

For 1972.

BUT, THIS IS ONLY FOR ONE YEAR. THE KNOWLEDGE LASTS FOR A LIFETIME. FUTURE BENEFITS MUST BE CHANGED TO PRESENT VALUE TO ACCOUNT FOR THIS. THIS IS ACCOMPLISHED BY USING A TEN-YEAR TIME SPAN, AND A 12% DISCOUNT RATE TO ACCOUNT FOR INFLATION AND THE COST OF MONEY.

						TOTAL
YEAR 1	$2,248,350	X	1.00	=	$ 2,248,350	$ 2,248,350
YEAR 2	$2,248,350	X	.88	=	$ 1,978,240	$ 4,226,590
YEAR 3	$1,978,240	X	.88	=	$ 1,740,640	$ 5,967,230
YEAR 4	$1,740,640	X	.88	=	$ 1,531,200	$ 7,498,430
YEAR 5	$1,531,200	X	.88	=	$ 1,347,450	$ 8,845,880
YEAR 6	$1,347,450	X	.88	=	$ 1,185,360	$10,031,240
YEAR 7	$1,185,360	X	.88	=	$ 1,042,800	$11,074,000
YEAR 8	$1,042,800	X	.88	=	$ 917,660	$11,991,700
YEAR 9	$ 917,660	X	.88	=	$ 807,540	$12,779,240
YEAR 10	$ 807,540	X	.88	=	$ 710,630	$13,509,870
				TOTAL	$13,509,870	
			TAXES (20% Tax Rate)		2,701,974	
			INCREASED EARNINGS AFTER TAXES		$10,807,896	

THIS MEANS THAT FOR EVERY DOLLAR PUT INTO THE PROGRAM, THERE IS A RETURN TO:

THE PARTICIPANT OF: $ 36 = $10,807,896 / $ 300,000

THE GOVERNMENT OF: $ 9 = $ 2,701,974 / $ 300,000

FOR A TOTAL RETURN OF: $ 45 = $13,509,870 / $ 300,000

INCOME LEVEL

BASED ON A 40-YEAR WORKING LIFE

1968 DEPARTMENT OF COMMERCE